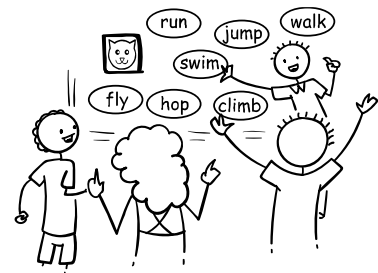


Lesson 35

Review - directions, ability, stationery, pets, possessions



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Review and practice the language and skills from the directions, can for ability, stationery, pets and possessions lessons.
Structures:	"Jump (to the left)", "Can you ..?", "Yes, I can", "No, I can't", "Do you have (any) ...?", "I have ...", "Yes, I do", "No, I don't".
New vocab:	walk, climb.
Review vocab:	directions vocab, ability vocab, stationery vocab, pets vocab.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> • Actions flashcards • Animals flashcards
Printables:	<ul style="list-style-type: none"> • Animal abilities worksheet • Directions, abilities & possessions board game • Animals draw and write
Readers:	<ul style="list-style-type: none"> • Are you ready? Let's go!
Songs:	<ul style="list-style-type: none"> • Hello Song • Goodbye Song • The directions song • What can you do?

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags and name cards for each student
- a glove puppet
- a large cloth bag
- dice (1 per group of 2 - 4 students)
- cushions (1 per student)

Notes:

In this lesson students review the directions, ability, stationery, pets and possessions lessons. They revisit some songs and stories, do new activities and end with a fantastic board game.

Lesson overview:

Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Do the "What's in the bag?" activity
8. Talk about the weather

Review and practice:

1. Read classroom reader "Are you ready? Let's go!"
2. Play "Line directions"
3. Sing "The directions song"
4. Play "Quick flashcard actions"
5. Review asking and answering ability questions
6. Sing "What can you do?"
7. Discuss animal abilities
8. Do the "Animal abilities" worksheet
9. Read and write time
10. Let's ask pet questions!
11. Play the "Directions, abilities & possessions board game"

Wrap up:

1. Assign homework: "Animals draw and write"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



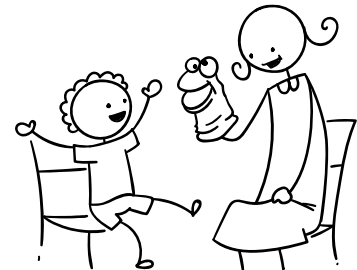
2. Name tags

By now your students shouldn't have any problems writing their names, so there is no need to give them name cards to copy from. However, keep their name cards handy, just in case some students still have problems.

Simply give a blank name tag to each student to write their name on in pencil and stick it on.

3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag. Then model chatting with the glove puppet ...



Puppet: "Hello", What's your name?"

Teacher: "My name is..."

Puppet: "How are you?"

Teacher: "I'm fine, thank you".

Puppet: "How old are you?"

Teacher: "I'm ...".

... and then have the puppet say hello to each student and ask them the same questions, including their age.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

4. Sing "The Hello Song"

Sit in a circle and sing the song (clap along or pat knees).

<p>Lyrics for "The Hello Song"</p> <p>Hello, hello,</p>	<p>Gestures for "The Hello Song"</p> <p>Sit in a circle and listen to the song (clap along or</p>
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How are you today?
Hello, hello,
How are you today?

I'm fine, thank you,
I'm fine, thank you,
I'm fine, thank you,
And how about you?

Hello, hello,
How are you today?
I'm fine, thank you,
And how about you?

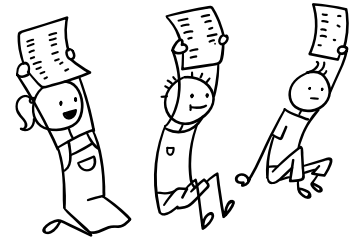
pat knees).

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you today?"
- Point to yourself as you sing "I'm fine, thank you"
- Hand gesture towards another student as you sing "And how about you?".



5. Homework check

Check each student's homework that you set in the last lesson. Ask each student to read their homework text about their pet or dream pet and help out with any mistakes. Give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

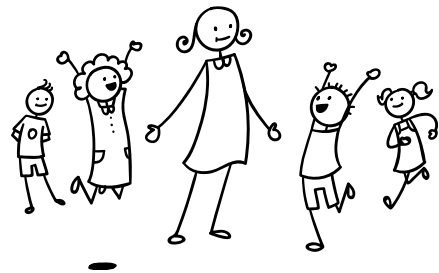


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

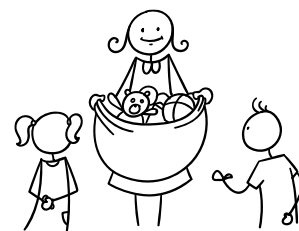
Say the following and have the students follow your lead:

"Stand up (T stands and so does everyone else)
"Hands up / hands down" (do 4 or 5 times)
"Jump" (4 or 5 times)
"Kick (4 or 5 times)
"Run! / Stop!" (4 or 5 times)
"Turn around! / Stop!" (4 or 5 times)
"Wiggle!" (a few seconds)
finally "Sit down".



7. Do the "What's in the bag?" activity

Before class, put a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying



around (and safe!)) into the bag.

Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?".

Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

8. Talk about the weather

Have your students look outside and ask them, "How's the weather?". Elicit weather words, such as:

- stormy
- warm
- humid
- drizzly
- misty
- cool
- frosty
- showery
- freezing
- icy



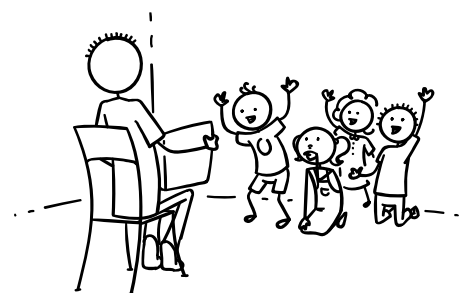
Free free to follow with the weather song and the weather board (see the Weather lesson for more information on these).

Review and practice:

1. Read classroom reader "Are you ready? Let's go!"

Let's kick off the review with this fun story. Before class, download and print off the reader "Are you ready? Let's go!" from our website.

As you read through each page, get everyone to stand up and do the same actions as Charlie the clown.



Alternatively, watch our video version of the reader on our website.

2. Play "Line directions"

Stand everyone in front of you in a line. Model first: say a directions verb and do the action (e.g. "turn around 4 times"). Get everyone to copy you.

Continue through all the verbs and with everyone copying you.

Next give orders using the direction verbs - everyone must do the actions quickly. Anyone making a mistake sits out the round until there is only one student left – the winner! Play a few rounds.

Verbs:

- jump (to the left/right / forward / back)
- turn around (7 times)
- touch the ground
- turn (to the left / right)
- sit down
- stand up
- jump up and down (10 times)
- clap your hands (8 times)



3. Sing "The directions song"

Play the song and do all the actions along with your students. It's face paced and fun – a good energy burner!

Lyrics for "The directions song"

Are you ready?

Chorus:

Jump to the left,
Jump to the right,
Jump forward,
And jump back.
(x2)

Verse 1:

Turn around and touch the ground,
Turn to the left and turn to the right.
Turn around and touch the ground,
Turn to the left and turn to the right.

Chorus

Verse 2:

Sit down and stand up,
Jump up and down and clap your hands.
Sit down and stand up,
Jump up and down and clap your hands.

Gestures for "The directions song"

The actions are very simple: as you sing along do the actions of the song.



"Jump up and down"

4. Play "Quick flashcard actions"

Let's review the actions from the ability lessons and add 2 new ones (walk, climb).

Hold up one flashcard for all to see and shout out the action (e.g. "jump"). Everyone jumps for a second or two. Then turn over another card and shout the action for everyone to do. This should be quick paced with actions changing frequently.



After a few rounds mix the cards up again and pick up one card. This time don't show it to everyone – look at it yourself and then shout out the word (e.g. "Run!") and see if everyone does the right action. If they are having problems show the card. Do this for all the cards until everyone is getting the actions right.

5. Review asking and answering ability questions

Let's practice saying "Yes, I can" and "No, I can't" with the 14 actions we learned in previous lessons.



Have all your students sit down and show the first flashcards (e.g. "cook"). Ask a student, "Can you cook?" and elicit either, "Yes, I can" or "No, I can't" – if they answer "Yes, I can" have them demonstrate the action. Go around the class asking a few more students the same question.

Do the same for the rest of the actions, eliciting the answers "Yes, I can" or "No, I can't" and getting the "yes" responders to do the actions.

6. Sing "What can you do?"

Now we'll sing this action-packed song again! Place the flashcards for this song on the board in order of the song. Play the song and sing along – encourage everyone to sing and do the actions with you.

Lyrics for "What Can You Do?"

(Each verse gets faster and faster)

Verse 1:

What can you do? What can you do?

Can you jump? I can jump!
Jump, jump, jump, jump, jump, jump,
jump, jump, jump, I can jump!

Can you run? I can run!
Run, run, run, run, run, run,
run, run, run, I can run!

Verse 2:

What can you do? What can you do?

Can you swim? I can swim!
Swim, swim, swim, swim, swim, swim,
swim, swim, swim, I can swim!

Can you hop? I can hop!
Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!

Verse 3:

What can you do? What can you do?

Can you stomp your feet? I can stomp my feet!
Stomp, stomp, stomp, stomp, stomp, stomp,
stomp, stomp, stomp, I can stomp my feet!

Can you turn around? I can turn around!
Turn, turn, turn, turn, turn, turn,
turn, turn, turn, I can turn around!

Verse 4:

(Let's do all six!)

Let's jump, jump, jump, jump, jump, jump.
Let's run, run, run, run, run, run.
Let's swim, swim, swim, swim, swim, swim.
Let's hop, hop, hop, hop, hop, hop.
Let's stomp, stomp, stomp, stomp, stomp, stomp.
Let's turn, turn, turn, turn, turn, turn.
Let's jump, run, swim, hop, stomp, turn.
We can!

Gestures for "What Can You Do?"

The actions to this song are simple – simply do each action as they come up in the song. It's probably best for everyone to do the actions on the spot otherwise things could get a bit hectic!

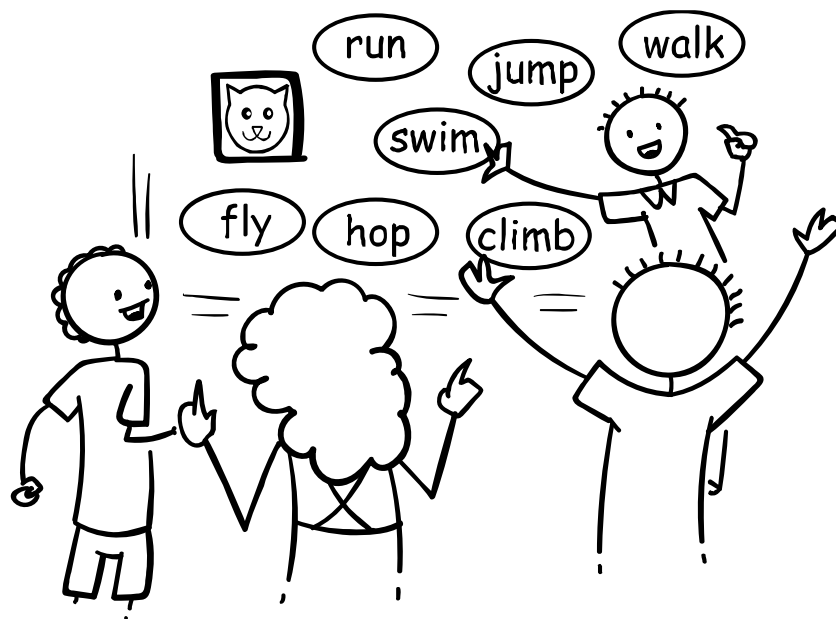


*"Can you hop? I can hop!
Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!"*

7. Discuss animal abilities

Use the pets, farm and zoo animals flashcards from previous lessons. On the board draw 7 large circles and write the following verbs in each circle: run, jump, hop, fly, swim, walk, climb.

Shuffle the animal flashcards then hold up and elicit the first one. Model saying ability sentences with the modal verb "can" and the verbs on the board, e.g. "A cat can jump, a cat can't fly, a cat can walk, a cat can climb, a cat can't swim, etc."

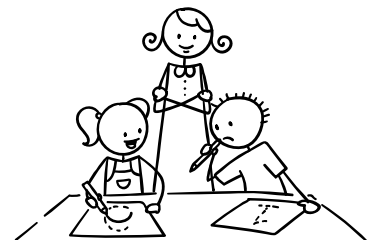


Put your students into small groups and stick an animal flashcard onto the board. Instruct your students to talk about that animal's abilities in their groups. Then ask each group to say one of their sentences.

Continue for all the animal flashcards. Each round should be fast paced – help out with mistakes.

8. Do the "Animal abilities" worksheet

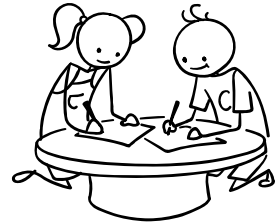
Have everyone sit down and give out the worksheets. Model first, point to the cat and elicit the word. Then read the sentence. Then chorus the animal words at the bottom of the worksheet. Finally, show how you write a couple of sentences using the verbs on the board and the animal vocab on the worksheet.



Have your students work on their sheets. Circulate as they are doing so and ask questions, such as, "What's this?", "Is this a dog?", "Do you have a snake?". At the end, have everyone hold up their finished worksheets and ask each student to read one sentence from their worksheet.

9. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. **Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. **Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. **Early readers.**

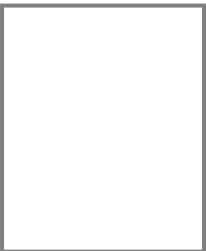
Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

10. Let's ask pet questions!

Let's quickly review our possessions and pets questions from the last lesson. Stick a pet flashcard (e.g. hamster) onto the board and write the following sentences next to it:

	<p>Do you have <u>a hamster</u>?</p> <p>Yes, I do. No, I don't.</p> <p>Do you like <u>hamsters</u>?</p> <p>What noise do <u>hamsters</u> make?</p>
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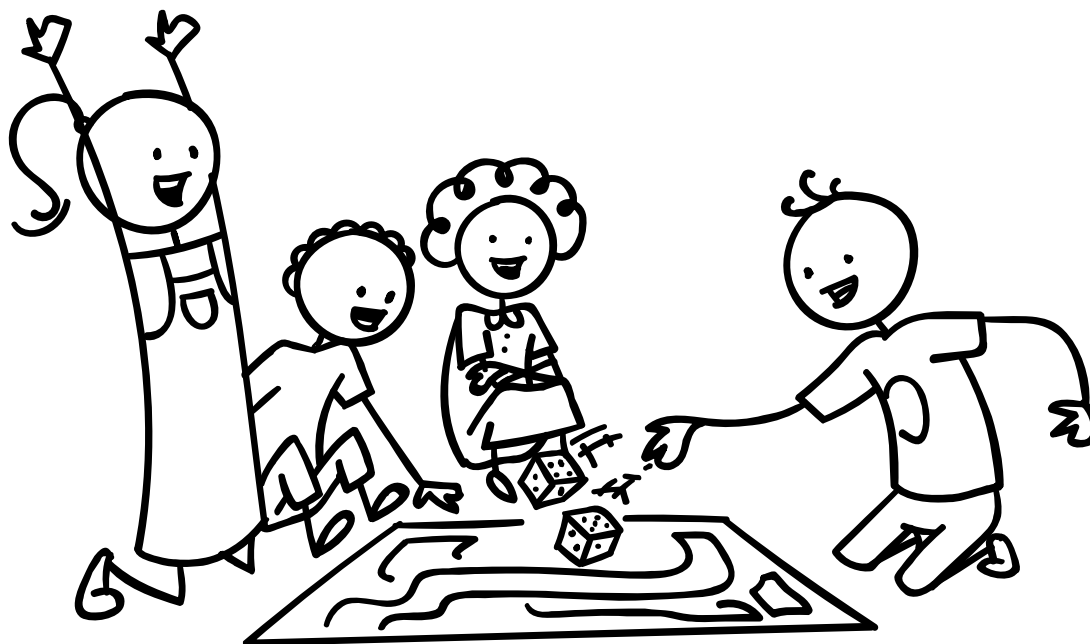
Ask a student the 3 questions and make sure the responses are correct – don't forget to give lots of praise as well! Then put another pet flashcard on the board and ask a different student the 3 questions. Continue with other students answering until all the pets have been discussed.

11. Play the "Directions, abilities & possessions board game"

Let's end with a fun and engaging board game which reviews the vocabulary and structures used in today's lesson. You'll need one dice for each group of 3-4 students as well as a print-out of the board game (available in color and black & white). Each student will also need a counter to move around the board – this can be anything, such as a small eraser, paper clip, etc.

The instructions are on the game sheet, however first model how to play so everyone understands – show how to move around the board and deal with the directions squares as well as the questions squares.

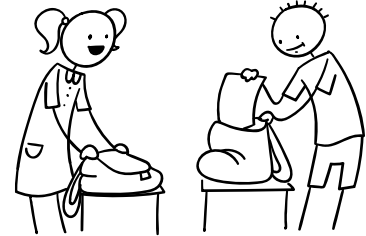
As everyone is playing, circulate and help out with vocab and mistakes. If at the end you have time, change the groups and play the game again.



Wrap up:

1. Assign homework: "Animals draw and write"

Hold up the homework worksheet – this is a fun drawing and writing exercise. Model what to do by pointing at the rabbit and then reading the text under the picture. Then draw another animal in the next box (either a pet, farm or zoo animal) and write a similar text below your drawing. Show how you can use the words at the bottom of the worksheet to help you.



Give out the worksheets and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start working on them right away.

2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you.



Then put the puppet back in the bag (back to sleep).

3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

Lyrics for "The Goodbye Song"

Goodbye, goodbye,
See you again.
Goodbye, goodbye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time.



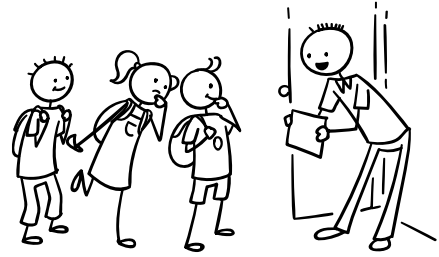
Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

4. Do "Quick check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students.



For each student hold up an animal flashcard and ask the following questions, "What animal is this?", "Can (cats climb)?", "Do you have (a cat)?" When each student responds correctly say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at www.eslkidstuff.com/esl-kids-lesson-plans.html
 - More free Lesson Plans are available at www.eslkidstuff.com/esl-kids-lesson-plans.html

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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